

**Grade K/1 Focused ELD Curriculum Guide**

**Unit 3 – Week 1**

*Overarching Language Function: Express Action & Time Relationships*

**B/EI/I** Make and Report Observations

**EA/A** Classification of Objects

**Topic: Transportation**

**Teacher’s Note:**

- There are a variety of examples for vocabulary, prompts and responses. Choose or add what works best for your students.
- Incorporate the previous days’ taught forms and vocabulary throughout the week as you build student language toward the application. No one-day exists in isolation.
- Refer to your Systematic ELD handbook for additional information.
- Be sure to guide students in bridging the use of this newly taught language throughout their day as many students may not initially see how the language links to other content areas.

|   |                  | Day 1   | Day 2   | Day 3  | Day 4  | Day 5  |
|---|------------------|---|---|--|--|--|
| <b>Beginning forms and examples</b><br><br>2 <sup>nd</sup> edition Tab 5.18<br><br><i>*Sample sentences in italics with focus grammatical forms bolded.</i> | <b>Forms</b>     | <b>Nouns:</b> a car, a boat, a train, an airplane, a bus, a bike, scooter, etc. | <b>Verbs</b> present tense: go, fly, sail, move, float, etc.<br><b>Nouns</b> from Day 1 plural form: cars, boats, trains, airplanes, buses, bikes, scooters, etc. | <b>Verbs</b> present progressive: going, flying, sailing, moving, floating, rolling, etc.<br><b>Nouns</b> from Day 2<br><b>Pronoun</b> <i>they</i> | <b>Verbs</b> from Day 3 + present tense <i>be</i><br><b>Nouns</b> from Days 1 & 2<br><b>Pronoun</b> from Day 3   | <b>Application</b><br><br>Using taught forms students will tell, draw and/or write how transportation vehicles move. |
|   | <b>Prompts</b>   | What do you see?  | What do _ do?<br><i>What do <b>boats</b> do?</i>  | Tell me about the _.<br>What are they doing?<br><i>Tell me about the <b>airplanes</b>.</i><br><i>What are <b>they</b> doing?</i>                   | Tell your partner what is happening in the picture.  |  |
|   | <b>Responses</b> | _.<br>I see _.<br><i>A <b>car</b>.</i><br><i>I see a <b>car</b>.</i>            | _.<br>_ _.<br><i><b>Float</b>.</i><br><i><b>Boats float</b>.</i>  | They are _.<br>The _ are _.<br><i><b>They are flying</b>.</i><br><i>The <b>airplanes</b> are <b>flying</b>.</i>                                    | I see _.<br>The _ is _.<br>The _ are _.<br>They are _.<br><i>I see a <b>car</b>.</i><br><i>I see <b>cars</b>.</i><br><i>The <b>car is moving</b>.</i><br><i>The <b>cars are going</b>.</i><br><i>They <b>are</b> moving.</i> |  |

**Assessment:** Keep samples of written and oral work to analyze using ELDPI. Use *Ongoing Assessment of Language Practice* (2nd edition p. 3.32) or the *Observational ELD Assessment* (1st edition p. 6.7) to keep track of students’ use of target forms taught in this sequence.

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|--|------------------|---|--|---|--|--|
| <p><b>Early Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition<br/>Tab 5.18</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p> | <b>Forms</b>     | <p><b>Nouns</b> from Beg. + a rocket, a ship, a motorcycle, a skateboard, a jet, a helicopter, a motorboat, etc.</p> <p><b>Questions</b> with auxiliary <i>do</i></p> | <p><b>Verbs</b> singular form: moves, goes, flies, sails, floats, rolls, shoots, speeds, lifts-off, cruises, etc.</p> <p><b>Nouns</b> from Day 1</p> <p><b>Questions</b> with auxiliary <i>do</i>, <i>does</i></p> | <p><b>Verbs</b> past progressive: moving, going, flying, sailing, floating, rolling, shooting, speeding, lifting-off, cruising, etc.</p> <p><b>Verb</b> past tense <i>be</i></p> <p><b>Nouns</b> from Day 1</p> <p><b>Question</b> with <i>what</i></p> | <p><b>Verbs</b> from Day 3</p> <p><b>Nouns</b> from Day 1</p> <p><b>Questions</b> from Day 3</p>   | <p><b>Application</b></p> <p>Using taught forms the students will tell or write about different modes of transportation from a picture or photo.</p> |
|  | <b>Prompts</b>   | <p>Do you see _?</p> <p><i>Do you see <b>a helicopter</b>?</i></p>  | <p>What does _ do?</p> <p><i>What <b>does</b> a helicopter do?</i></p> <p><i>What <b>does</b> a jet do?</i></p>  | <p>What was the _ doing?</p> <p>What were the _ doing?</p> <p><i>What <b>was</b> the rocket doing?</i></p> <p><i>What <b>were</b> the ships doing?</i></p>  | <p>Ask your partner three questions about the picture. Start with:</p> <p>What was the _ doing?</p> <p>What were the _ doing?</p> <p><i>What <b>was</b> the skateboard doing?</i></p> <p><i>What <b>were</b> the cars doing?</i></p> |  |
|  | <b>Responses</b> | <p>Yes, I do see _.</p> <p>No, I do not see _.</p> <p><i>Yes, I <b>do</b> see <b>a helicopter</b>.</i></p> <p><i>No, I <b>do</b> not see <b>a helicopter</b>.</i></p> | <p>_ _.</p> <p><i>A <b>helicopter</b> <b>lifts off</b>.</i></p> <p><i>A <b>jet</b> <b>flies</b>.</i></p>   | <p>The _ was _.</p> <p>The _ were _.</p> <p><i>The <b>rocket</b> <b>was</b> <b>speeding</b>.</i></p> <p><i>The <b>ships</b> <b>were</b> <b>cruising</b>.</i></p>  | <p>The _ was/were _ ...</p> <p><i>The <b>skateboard</b> <b>was</b> <b>flying in the air</b>.</i></p> <p><i>The <b>cars</b> <b>were</b> <b>speeding down the road</b>.</i></p>  |  |

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|--|------------------|---|---|---|---|---|
| <p><b>Intermediate forms and examples</b></p> <p>2<sup>nd</sup> edition<br/>Tab 6.22</p> <p><i>*Sample sentences in italics with focus grammatical forms bolded.</i></p> | <b>Forms</b>     | <p><b>Nouns</b> from B/EI + trolly, transportation, travel, automobile, rowboat, kayak, truck, subway, spaceship, vehicle, etc.</p> <p><b>Positive and negative statements</b> with <i>have</i></p> <p><b>Contraction</b> present tense <i>haven't (matrix)</i></p> | <p><b>Nouns</b> from Day 1 + plural forms (ie ships, helicopters, kayaks, etc.)</p> <p><b>Contractions</b> present tense <i>isn't, aren't, doesn't</i></p>  | <p><b>Verbs</b> past tense: moved, flew, went, sailed, floated, rolled, shot, sped, lifted off, cruised, darted, traveled, proceeded, propelled, ran, followed, splashed, powered, carried, helped, collected, bought, etc.</p> <p><b>Contractions</b> past tense <i>weren't/wasn't</i></p> | <p><b>Verbs</b> from Day 3</p> <p><b>Nouns</b> from Day 1</p> <p><b>Pronouns</b> he, she, they</p> <p><b>Contractions</b> from Day 3 + <i>didn't</i></p>  | <p><b>Application</b></p> <p>Using taught forms students will describe orally or in writing how people traveled in different types of vehicles and the problems they faced.</p> |
|  | <b>Prompts</b>   | How <b>have</b> you traveled?   | <p>Is there a _ in your picture?</p> <p>Are there any _ in your picture?</p> <p>Does your picture have _?</p> <p><i>Is there a scooter in your picture?</i></p> <p><i>Are there any <b>kayaks</b> in your picture?</i></p> <p><i>Does your picture have a rowboat?</i></p>                                      | <p>Tell your partner three things that happened the last time you traveled by _ . Be sure to use details.</p> <p><i>Tell your partner three things that happened when you traveled by bus. Be sure to use details.</i></p>  | Tell about how different people traveled and where they went. Describe a problem they faced.  |   |
|  | <b>Responses</b> | <p>I have traveled by _, _, and _.</p> <p>I haven't traveled by _ or _.</p> <p><i>I <b>have</b> traveled by <b>bus, bike, and ship.</b></i></p> <p><i>I <b>haven't</b> traveled by <b>helicopter or rocket.</b></i></p>   | <p>Yes/No, there is (isn't) _.</p> <p>Yes/No there are (aren't) _.</p> <p>Yes, it has _.</p> <p>No, it doesn't have _.</p> <p><i>Yes, there is a helicopter.</i></p> <p><i>No, there <b>aren't</b> cars.</i></p> <p><i>Yes, it has <b>boats.</b></i></p> <p><i>No, it <b>doesn't</b> have <b>bikes.</b></i></p> | <p>When I traveled by _, I... There wasn't/weren't ...</p> <p><i>When I <b>traveled</b> by bus, I had to buy a ticket at the bus station.</i></p> <p><i>The bus driver <b>collected</b> the ticket. The bus <b>rolled</b> along and there <b>weren't</b> any stops.</i></p>                 | <p>He/She/They _ in the _ to ...</p> <p>He/She/They _ on the _ to...</p> <p>He/She didn't/wasn't ...</p> <p>They didn't/weren't ...</p> <p><i><b>He</b> sailed in the sailboat to the island. <b>He didn't</b> see the rock.</i></p> <p><i><b>They</b> flew in the rocket to the moon. <b>They weren't</b> able to get back home.</i></p> |   |

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| <p><b>Early Advanced/ Advanced forms and examples</b></p> <p>2<sup>nd</sup> edition Tab 7.13</p> <p><i>*Sample sentences in italics with focus grammatical forms <b>bolded</b>.</i></p> | <b>Forms</b>     | <p><b>Verbs:</b> moved, flew, sailed, floated, rolled, shot, sped, lifted-off, cruised, darted, traveled, proceeded, propelled, ran, followed, splashed, powered, carried, helped, collected, bought, etc.</p> <p><b>Nouns:</b> car, train, bus, bike, scooter, airplane, jet, ship, helicopter, motorboat, rocket, transportation, travel, automobile, rowboat, kayak, truck, subway, spaceship, trolley, ferry, attributes, characteristics, wheels, wings, propellers, hull, paddles, oars, sails, steering wheels, peddles, airbags, lifejackets, air, land, water, etc.</p> | <p><b>Verbs:</b> grouped, sorted, clustered, categorized</p> <p><b>Nouns</b> from Day 1</p>   | <p><b>Verbs</b> from Day 1</p> <p><b>Nouns</b> from Day 1</p> <p><b>Pronoun</b> <i>both (matrix)</i></p> <p><b>Conjunction</b> <i>however</i></p>   | <p><b>Verbs</b> from Day 1</p> <p><b>Nouns</b> from Day 1</p> <p><b>Pronoun</b> <i>neither, nor</i></p> <p><b>Conjunctions</b> from Day 3</p>                     | <p><b>Application</b></p> <p>Using taught forms students will classify transportation vehicles by category and explain, orally and/or in writing, reasoning for each.</p> |
|   | <b>Prompts</b>   | <p>Tell what a _ has and how it moves.</p> <p>What type of vehicle is it?</p> <p><i>Tell what a <b>jet</b> has and how it moves.</i></p> <p><i>What type of vehicle is it?</i></p>   | <p>How were your vehicles_?</p> <p><i>How were your vehicles <b>grouped</b>?</i></p>  | <p>Compare two vehicles.</p>  | <p>How would you compare a _ and a _?</p> <p><i>How would you compare a car and a boat?</i></p>   |   |
|   | <b>Responses</b> | <p>A _ has _ and _ ...</p> <p>It is a/an _ vehicle.</p> <p><i>A <b>jet</b> has <b>wings</b> and <b>flies</b> in the air. It is an <b>air</b> vehicle.</i></p>  | <p>I _these by ...</p> <p><i>I <b>grouped</b> these by things that have wheels.</i></p> <p><i>I <b>sorted</b> these by things that fly.</i></p> <p><i>I <b>categorized</b> these by how they move.</i></p> <p><i>I <b>clustered</b> these by things that don't have motors.</i></p> | <p>Both _ and_ ...</p> <p>However, ...</p> <p><i><b>Both</b> sailboats and kayaks float on the water. <b>However</b> kayaks don't have sails.</i></p> <p><i><b>Both</b> airplanes and helicopters fly in the air.</i></p> <p><i><b>However</b>, helicopters don't have wings.</i></p> | <p>Neither _ nor _ ...</p> <p>However, ...</p> <p><i><b>Neither</b> sailboats <b>nor</b> kayaks have wheels.</i></p> <p><i>However, they both have hulls.</i></p> |   |

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